

History and Geography: Year 5

Themes:

Autumn	Spring	Summer
THE VICTORIANS Was the Victorian era a period of progression for all?	THE CARIBBEAN How is Britain connected to the Caribbean?	ANCIENT GREECE To what extent were the Ancient Greeks the founders of knowledge?

Historical knowledge and skills to be developed across the year:

Chronological Understanding	Significance/Continuity and Change Similarities and Differences	Historical Enquiry and Interpretation	Communication
- Make connections between time periods within British history and the wider world, using decades and centuries to describe when they occurred - Explain how significant events and dates have impacted on a period of time - Research and explain the origins of a concept and its development through time e.g. industrialisation	- Research and evaluate what life was like and the key features of a given time period - Identify similarities and differences between social classes and the causes behind them, within and between time periods - Give own reasons why changes may have occurred, backed up by evidence	- Compare and contrast primary and secondary sources to collect evidence about the past - Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions - Investigate own lines of enquiry by posing questions and use primary and secondary sources when answering - Know that people in the past could also have a point of view and that this can affect interpretation - Identify how history can impact on the decisions that are made i.e. government, wars, monarchy, crime and punishment	- Structure a detailed argument or complex narrative on a period of time - Reach a shared agreement during discussions when evaluating a historical hypothesis or the validity of a source

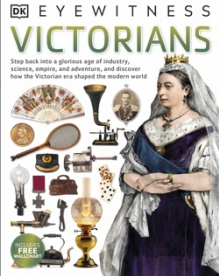
Geographical knowledge and skills to be developed across the year:

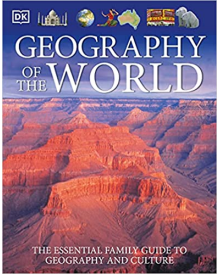
Locational and Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork	Geographical Enquiry
- Identify the position and significance of the Northern and Southern hemisphere on human geography - Identify the position and significance of latitude and longitude on time zones around the world - Locate a range of countries and Capital cities in Europe, North and South America, Asia and Africa, using a range of geographical sources such as a map, atlas and globe - Understand geographical similarities and differences through studying the human and physical geography of the United Kingdom compared with Jamaica in the Caribbean.	- In depth locational study to understand the significance of the human activity on physical geography - Describe and understand key aspects of economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	- Use six figure grid references to build locational knowledge of the United Kingdom and the wider world - Use maps, atlases and globes to locate countries and describe and compare features studied. - Use fieldwork to observe, measure, record and present the human and physical features of an area using digital technologies	- Pose a geographical question and use various sources to answer the question - Make links between their own geographical location and other locations with reference to human, physical and economical features - Explain how a locality has changed over time with reference to physical and human features - Evaluate geographical information/ sources and draw appropriate conclusions

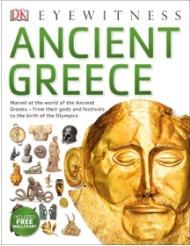
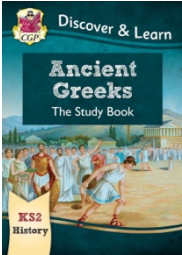
Key vocabulary to be developed across the year:

History	Geography
Empire, revolution, industrial, legislation, interpretation	Factories, manufacturing, city expansion, poverty, employment, classes, metropolitan, urbanization, outskirts, growth, population, boroughs, suburbs, city, inner, tourism, labour, climate

Supporting Texts:

Autumn	
THE VICTORIANS	
Was the Victorian era a period of progression for all?	
	

Spring	
THE CARIBBEAN	
How is Britain connected to the Caribbean?	
	

Summer	
ANCIENT GREECE	
To what extent were the Ancient Greeks the founders of knowledge?	
	

Year 5: Autumn

The Victorians - Was the Victorian era a period of progression for all?

Historical Concepts

Chronological Understanding, Continuity and Change, Significance

Historical Knowledge

Who was Queen Victoria?

- Know some of the key events in the life of Queen Victoria (1819-1901)

What was the Industrial Revolution?

- Know that industrialisation changed Britain from a mainly agricultural society to larger scale manufacturing in mills and factories
- Know that railways and canals were built to move lots of good from one place to another
- Know that the Luddites were British weavers and textile workers who rebelled against industrialisation (including in Nottingham)

How did crime and punishment change during the Industrial Revolution?

- Know that as cities became overcrowded, crime rates rose
- Know that if a child committed a crime, they received the same punishment as an adult
- Know that Victorian punishments were strict and severe e.g. prisons, transportation, prison hulks, hard labour, the crank and treadmill
- Know that workhouses were places where poor people who had no job or work would work
- Know some of the prison reforms proposed by Elizabeth Fry (link to Galleries of Justice, Nottingham)

What were the causes of the British Empire and what were its impacts?

- Know that Britain governed large parts of the world before Queen Victoria ascended the throne
- Know that during Queen Victoria's reign, Britain set out to gain control and influence over new territories, particularly in Africa
- Know that slavery was abolished in the UK in 1807 and USA in 1865
- Know about the key events of Mary Seacole's life within the British Empire and links to Crimea
- Know that until 1861, almost all cotton used in industry was grown by enslaved workers in the south of USA
- Know that many former colonies have since battled and won independence

How did society change during the Victorian era?

- Know some of the key actions key social reformers took to improve lives e.g. Dr Barnardo, Elizabeth Fry and William Booth.

Geographical Concepts:

Locational and Place Knowledge, Human and Physical Geography

Geographical Knowledge

How did Britain's cities change during the industrialisation?

- Know that Nottingham's human geography has been shaped by the Victorian era e.g. industry: Lace Market; Architecture: Adams Building, Barker Gate House (Watson Fothergill)

How big was the British Empire?

- Locate countries that were part of the British Empire during Queen Victoria's Reign

Prior learning	Where is our learning going?
– Poor people were not given the right to vote and some in Nottingham rebelled and burnt down Nottingham Castle (Y1 Su2) – Queen Victoria was queen 1837-1901 (Y2 A2) – Key features of Victorian life (Y2 A2) – Life was different for rich and poor Victorians and for boys and girls (Y2 A2) – Acts were brought to Parliament to try to improve the lives of Victorian people – Rivers are important for transport and trade (Y4 A I Su) – An empire is a group of countries ruled over by a person, government or country e.g. Ancient Rome (Y3 Su I A), Ancient Egypt (Y4 S)	– Britain's had a role in the transatlantic slave trade and the impact of this on the Caribbean, especially Jamaica (Y5 S) – At the 1926 conference Britain and the dominions agreed that they were all equal members of a community within the British Empire and this would be called the Commonwealth (Y5 S) – Jamaica gained independence in 6 August 1962 but remained a member of the British Empire (Y5 S) – Countries within the commonwealth fought alongside Britain in WW2. (Y6 A) – People emigrating to the UK between 1948 and 1971 from Caribbean countries have been labelled the Windrush generation (Y5 S) <i>Children attending Emmanuel School will deepen their understanding of the British Empire, exploring the significance and interpretations in KS3 (Year 8).</i>

Key Vocabulary

antiseptic, arts and crafts movement, back-to-back housing, ballot, bank holidays, British Empire, chartism, cholera, class, colony, coronation, cottage industry, emigration, exploitation, field hospital, fine arts, foundry, gothic, industry, industrial revolution, mass production, mechanization, middle class, mill, missionary, pre-Raphaelite brotherhood, rural, sanitation, slums, socialist, textiles, typhoid, upper class, urban, workhouse, working class

Year 5: Spring

The Caribbean - How is Britain connected to the Caribbean?

Geographical Concepts

Locational and Place Knowledge, Human and Physical Geography, Geographical Skills and Fieldwork, Geographical Enquiry

Geographical Knowledge

Where is the Caribbean and is it one country?

- Know the location of the Caribbean islands: it's continent and surrounding seas
- Know the names and locations of some of the largest Caribbean islands
- Know that there are many independent countries within the Caribbean and some of these are part of the Commonwealth

What is it like in the Caribbean?

- Know some of the human and physical geography of the Caribbean and major islands
- Know some of Jamaica's physical geography: place, landscape, climate, environmental issues
- Know that Jamaica is situated on the tip of an oceanic mountain and is the product of ancient volcanoes
- Know that Jamaica's location affects the weather, crops and people's lives
- Remember and build on knowledge of advantages of living on a volcanic island
- Know some Jamaica's human geography: key cities, farming and land use, industry, places of interest, culture, population

How has the slave trade shaped the Caribbean?

- Know how the human geography of has been shaped by the transatlantic slave trade e.g. location of population, street and place names
- Know some of the routes of the transatlantic slave trade from West Africa to the Americas

Historical Concepts:

Significance, Continuity and Change

Historical Knowledge

How are Britain and the Caribbean connected?

- Know that Britain began developing colonies in the Americas and used enslaved labour within them (1607)
- Know that British traders began to develop a transatlantic route to provide growing colonies with enslaved labour
- Know how the landscape of Jamaica changed under British rule due to production sugar, ginger, pimento, coffee, cacao (chocolate), cotton and indigo (dye)

Who was Robert Smith?

- Know key events of the life of Nottingham's Lord Carrington Robert Smith
- Know that Robert Smith was seen as a leading philanthropist in the nineteenth century
- Know that Lord Carrington owned three estates in Jamaica: Farm Pen, Cow park and Half-way tree, at the time of the sale he purchased 237 enslaved people
- Know that Robert Smith's had a role in abolishing as an MP
- Know that Robert Smith is seen by many as both a hero and a villain

How is Jamaica linked to the UK?

- Know that Jamaica gained independence from Britain in 1962 but remains part of the commonwealth
- Know that Jamaica has continued to be connected to Britain: WW1 and WW2, immigration (Windrush)

Prior learning	Where is our learning going?
– Studies of human and physical geography of different locations: Sierra Leone (Y2 Su1), Amazon Rainforest (Y3 S) – How and where volcanoes are formed (Y4 S) – Some countries are affected by extreme weathers, earthquakes and tsunamis (Y4 S) – People have been enslaved across history: ○ Darwin being taught taxidermy by a slave (Y1 A) ○ George Africanus (Y2 Su1) ○ Roman Britain (Y3 S), Vikings (Y4 A), Ancient Egypt (Y4 S) – How the British Empire evolved during the Victorian era and that many of those countries still remain part of the commonwealth (Y5 A)	– The physical geography of different biomes around the world (Y6 S) – Many countries in the Caribbean fought in WWII and many people from Jamaica joined Britain's forces (Y6 A) – People emigrating to the UK between 1948 and 1971 from Caribbean countries have been labelled the Windrush generation (Y6 A) – Eric Irons was a WWII veteran from the Caribbean who moved to Nottingham and became Britain's first black magistrate (Y6 A) <i>Children attending Emmanuel school will deepen their understanding of this topic in KS3 (Year 8), exploring resistance, rebellions and abolition. They will explore source analysis and change and continuity.</i> <i>They will also deepen their understanding of the geography of Jamaica in KS3 (Year 7) by exploring advantages and disadvantages to develop Jamimaca Ecotourism as a suitable alternative to tourism.</i>

Key Vocabulary

Caribbean, Jamaica, island, cay, islands, colonial, mainland, reef, subregion, archipelago, transatlantic, region, land mass, trade, tradition, agriculture, tourism, dry season, wet season, tropical climate, slavery, colonising, territories.

Year 5: Summer

Ancient Greece - To what extent were the Ancient Greeks the founders of knowledge?

Historical Concepts

Chronological Understanding, Similarities and Differences, Significance

History Knowledge

What was life like in Ancient Greece?

- Know some key features of Ancient Greek life: homes, family, pastimes, food, fashion, jobs, art
- Know some of the key features of Ancient Greek military e.g. hoplite foot soldier, phalanx formation, weaponry, cavalry, warships etc.
- Know that the Ancient Greek religion was polytheistic and they believed the gods/goddesses watched over them

What was life like in Athens?

- Know that Athens was ruled by democracy
- Know that Athens was the richest and largest city-state in ancient Greece
- Know that Athens was near the sea so had its own fleet of ships and could trade easily
- Know some of the key roles of men, women and children in Athens.

What was life like in Sparta?

- Know that Sparta was ruled by an oligarchy of two Kings and a council of elders
- Know that Sparta was inland and didn't have a coast so didn't trade but raided from neighbours
- Know some of the key features of Sparta training for life as a soldier
- Know some of the key roles of men, women and children in Athens.

What impact have the Ancient Greeks had on the modern world?

- Know that the Olympics were important to the Ancient Greeks and the legacy lives on
- Know that the Ancient Greek government and law has influenced modern day life e.g. democracy, trial by jury, lawful equality
- Know that Ancient Greek culture has influenced modern day life: mythology, theatre, pottery

Geographical Concepts

Locational and Place Knowledge, Human and Physical Geography

Geographical Knowledge

Where is Greece and what is it like there?

- Know the location of Greece and surrounding countries and seas
- Know some of the human and physical geography of Greece

Was Ancient Greece one country?

- Know that Ancient Greece was divided into city-states
- Know that mountain formation, seas and islands formed natural barriers between the Ancient Greek city-states
- Know that the ancient Greeks had a large empire under the rule of Alexander the Great

Prior learning	Where is our learning going?
– Studies of human and physical geography of different locations: Sierra Leone (Y2 Su1), Amazon Rainforest (Y3 S), Caribbean (Y5 S) – The Romans were Polytheistic and later monotheistic (Y3 Su) – Democracy is a system of government where people are ruled by elected members (Y1 Su2, Y2 Su2) – An empire is a group of countries ruled over by a person, government or country e.g. Ancient Rome (Y3 Su I A) Ancient Egypt (Y4 S), British Empire (Y5 A)	– Physical geography of different biomes around the world (Y6 S) – The Maya had different city states that traded and fought with each other (Y6 Su) – Differences in Mayan gender roles (Y6 Su) – Having boats enabled the Maya to trade with and raid others (Y6 Su) – The Mayans held polythesitc beliefs. The influence religion had on the civilisation. (Y6 Su)

Key Vocabulary

acropolis, agoge, altar, ancestor, andron., archaeologist, architecture, atom, caryatid, chamber pot, chariot, city-state, comedy, courtyard, democracy, excavate, flax, foundation, gymnasium, gynaecium, hoplite, immortal, labyrinth, legend, myth, Oracle, oxen, Parthenon, phalanx, philosophy, politician, prophecy, Sphinx, stadion, symposia, symptom, temple, Titan, tragedy, trident, volume